**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 4 Week 5 Story Title: Fly, Eagle, Fly!**

**Monday**- Use TE DI -42- 1) Preteach Phonics- Review common consonant blends: gr, st, tr & consonant digraphs: sh, th, & gh. Teacher will explain that when 3 consonants come together, syllables are divided between the single consonant & the blend or digraph. Write & say *laughter.* Say:  *In this word, gh is the consonant digraph. So we divide this word between the gh & the single consonant, t--- laugh ter.* Continue practice blending with these VCCCV words: partner, angry, although, panther, install, worship, instinct, & contract. 2) Preview Decodable Reader 20: *A Plan Is Hatched-* Read/discuss words: Review the words on Decodable Reader pg 33; blend the following story words: ostrich, actress, window, crate, distress, frustrated, slumped, moaned, & hundred. Discuss the meaning of the words, too. 3) Preview Decodable Reader 20 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 20 orally to the students for fluency.

**Tuesday**- Use TE DI-44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: clutched, echoed, gully, reeds, scrambled, & valley. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *ridiculous* & model how to chunk the word to read it. Say:  *I see a chunk at the beginning of the word: ri. I see a part in the middle: dic, & another part: u. I see a chunk at the end of the word: lous. I say each chunk slowly: ri dic u lous. I say the chunks faster to make a whole word: ridiculous. Is it a real word? Yes, I know the word ridiculous.* Continue with words: huddled, terrible, roosters, convinced, reluctantly, kitchen, & majestically. 3) Choral/Echo read typed version of Decodable Reader 20 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-46, 121, & 125- 1) Target Skill- plot/theme- Discuss the meaning & examples from pg TE DI-46 & pg 112 & 121. 2) Target Strategy- Graphic Organizers- review pg 112. Also reread pg 125 to review Graphic Organizers. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4)Reread Decodable Reader 20- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 20- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.